Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
EDUCATION™

Grade 6

English Language Arts

Item Specifications

Revised: August 2022

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. Priority standards appear in blue in this document.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 6 English Language Arts Priority Standards
Reading Literary Text

Grade 6 English Language Arts: Priority Standard	6.RL.1.A
1 **A** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Evidence/Inference** Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Expectation Unwrapped	DOK Ceiling – 3
• The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly. • The student will make inferences by citing textual evidence to support analysis of what a text says explicitly. • The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced **Text Types** **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Inferences must be based on text and not require prior knowledge of content.	• What can be inferred from [QUOTE]? • Which sentence from the passage best supports the inference that _____? • What conclusions can be drawn after reading the passage? Use evidence to support your ideas. • Which inference/conclusion about _____ is supported by the passage? Provide evidence to justify your answer. Use text evidence to describe what it means when _____.

Grade 6 English Language Arts: Priority Standard	6.RL.1.B

1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Expectation Unwrapped	DOK Ceiling – 2
• The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and how they impact understanding of a text.	• What is the intended meaning of the phrase [QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]? • What is the meaning of the author's use of the word _____ as used in lines _____? • The prefix re- means "again." What is the meaning of the word return as it is used in the passage? • Read the sentence from the passage. [SENTENCE] Which phrase/definition best expresses the meaning of the word _____ as it is used in the sentence? • What is the meaning of the word _____? Identify the context clue(s) to support your answer. • In the text, the words _____ and _____ have the same affix. Based on context, what does the affix mean? • Which word has the same connotation as the word _____? • [DICTIONARY DEFINITIONS OF A WORD] Which definition best conveys the meaning of [WORD] as it is used in the passage?

Grade 6 English Language Arts: Priority Standard		6.RL.1.D
1 **D** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Summarize/Theme** Using appropriate text, determine the theme(s) of a text and cite evidence of its development, summarize the text	

Expectation Unwrapped	DOK Ceiling – 3
• The student will determine the theme(s) of a text. (PRIORITY) • The student will cite text evidence to support the development of the theme(s). (PRIORITY) • The student will summarize a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries • Only the beginning of this standard is a Priority Standard. "Summarize the text" is not a Priority Standard. • No item should ask students to arrange summarizing information sequentially.	**Sample Stems** • Which line from the passage best develops or supports the theme of _____? • Which statement describes the overall theme of the passage? • Which sentence(s) from the passage best summarizes the theme of the passage? • Which theme is best supported by the passage? • Which sentence from the passage best supports the theme? • What is the theme of _____? How does the author develop this theme over the course of the passage? • Which statement best summarizes the passage?

Grade 6 English Language Arts: Priority Standard	6.RL.2.B

2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer)
	Point of View
	Explain how an author develops the point of view of the narrator or speaker in a text.

Expectation Unwrapped	DOK Ceiling – 3
The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced
	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels
	Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• The term *point of view* is used synonymously with the term *perspective*. In literary text, point of view/perspective is how the narrator perceives what is happening in a story.	• How does telling the story from _____'s point of view create a humorous/suspenseful situation? Use evidence from the text in your analysis.
	• What is the most likely reason the author decided to tell the story from _____'s point of view?
	• Which statement best reflects the narrator's point of view in this passage?
	• How does the author's word choice help develop _____'s point of view?
	• Identify the types of words the author used to develop the narrator's point of view.
	• How would the story change if it were told from a different character's perspective? Use evidence from the passage to support your response.
	• Which sentences best reveal the narrator's perspective?

Grade 6 English Language Arts: Priority Standard	6.RL.2.C

2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) **Craft and Meaning** Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.

Expectation Unwrapped	DOK Ceiling – 3
• The student will analyze how word choice contributes to meaning in a text. • The student will analyze how figurative language contributes to meaning in a text. • The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Questions at this grade level should focus on characterization, setting, and/or plot development. • Assessment of figurative language should focus on the function and purpose of the device, not upon identification of the term in isolation. Through grade 5, students have been exposed to similes, metaphors, hyperboles, adages, and idioms.	• How does the repetition of [WORD OR WORD SOUNDS] contribute to the overall meaning of the text? • In ____, how does the use of [SPECIFIC WORD CHOICE OR WORD SOUNDS] impact the meaning? • How does the author's word choice in paragraph ____ contribute to the meaning? • What is the impact of the repetition of [WORD OR WORD SOUNDS] in paragraph ____? • Which statement best describes the effects of using the word ____ in paragraph ____? • How does the use of figurative language develop the characters, setting, and plot?

Grade 6 English Language Arts: Priority Standard	6.RL.2.D

2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) **Interaction and Meaning** Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Expectation Unwrapped	DOK Ceiling – 3
• The student will describe how a particular text's plot unfolds in a series of episodes. • The student will describe how characters respond or change as the plot moves toward a resolution in a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• This is not a plot summary; it is an analysis of the structure of a plot and characters.	• How do the characters' actions in the text advance the plot? Use evidence from the text to support your answer. • The characters' actions/reactions in paragraph _____ tell the reader that _____. • At what point in the story do the characters begin to evolve/change? What events contribute to the change? Use evidence from the text to support your response. • Read the paragraphs from the passage. [PARAGRAPHS] How do the paragraphs contribute to the development of the plot? • Read the sentences from the passage. [SENTENCES] How do the sentences contribute to the development of the plot as it moves towards a resolution? • What is revealed by [CHARACTER]'s response to [EVENT]? • How does [CHARACTER] respond to [EVENT]? Why? • Which statements accurately describe how the character changes from the beginning to the end of the passage? • How does the interaction between [CHARACTER] and [CHARACTER] affect the development of the plot? • How does the interaction between [CHARACTER] and [CHARACTER] affect the resolution?

Reading Informational Text

Grade 6 English Language Arts: Priority Standard	6.RI.1.A

1 A MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Evidence/Inference** Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Expectation Unwrapped	**DOK Ceiling** – 3
- The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly. - The student will make inferences by citing textual evidence to support analysis of what a text says explicitly. - The student will cite textual evidence when analyzing inferences drawn from a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, infographics, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	**Sample Stems**
Inferences must be based in text and not require prior knowledge of content.	- What can be inferred from [QUOTE]? - Which piece of text evidence best supports the inference that _____? - What conclusions about _____ can a reader draw after reading _____? Use evidence from the text to support your answer. - Which statement best supports the author's claim that _____? - Choose two sentences in the text that best support the author's claim that _____ is important. - Which two pieces of evidence best support the conclusion that _____?

Grade 6 English Language Arts: Priority Standard	6.RI.1.B

1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Expectation Unwrapped	DOK Ceiling – 2
• The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will determine the content-specific meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through thegrade levels.

Content Limits/Assessment Boundaries	Sample Stems
• When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and how they impact understanding of a text.	• What is the intended meaning of the phrase [QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]? • What is the meaning of the author's use of the word _____ as used in lines _____–_____? • Read the sentence from the passage. [SENTENCE] The prefix *re-* means "again." What is the meaning of the word *return* as it is used in the sentence? • Read the sentence from the passage. [SENTENCE] Which phrase/definition best expresses the meaning of the word _____ as it is used in the sentence? • [DICTIONARY DEFINITIONS OF A WORD] • Which definition best conveys the meaning of • [WORD] as it is used in the text? • Which word has the same connotation as the word _____? • What is the meaning of the word _____? Identify the context clues to support your answer. • In the text, the words _____ and _____ have the same affix. Based on context, what does the affix mean? • Which word has the same connotation as the word _____?

Grade 6 English Language Arts: Priority Standard	6.RI.1.D

1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) **Summarize/Claim** Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Expectation Unwrapped	DOK Ceiling – 3
• The student will explain the central/main idea(s) of a text. (PRIORITY) • The student will cite text evidence to support the development of the central/main idea(s). (PRIORITY) • The student will summarize a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through thegrade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Only the beginning of this standard is a Priority Standard. "Summarize the text" is not a Priority Standard. • No item should ask students to arrange summarizing information sequentially.	• Which statement describes a central/main idea in the text? • Which central/main idea is supported by the text? • Which text evidence best supports the central/main idea? • Which sentence from the text best develops/supports the central/main idea that ____? • Complete the table by putting check marks in the appropriate boxes to match the text evidence to the central/main idea that it supports. • Part A—What is the central/main idea of the text? Part B—Which two pieces of evidence from the text support the answer to part A? • Choose the sentence that best completes the summary. • Read the summary of the text with one key event/idea missing. Which key event/idea is missing?

Grade 6 English Language Arts: Priority Standard	6.RI.2.A

2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) **Structure** Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Expectation Unwrapped	DOK Ceiling – 3
• The student will analyze how a particular sentence contributes to meaning in a text. • The student will analyze how a particular paragraph contributes to meaning in a text. • The student will analyze how a particular section contributes to meaning in a text. • The student will analyze how a particular image contributes to meaning in a text.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Any element assessed must be an integral part of a text: main idea, supporting details, claim, argument, etc. • "Image" refers to a photo, sketch, etc.; it does not refer to the author's description.	• How does the author's use of an image help the reader understand _____? • How does the use of paragraph _____ contribute to the meaning of the text? • How does information in the [SECTION OR PICTURE OR PARAGRAPH] help the reader better understand the meaning of the text? • What parts of the image help the reader better understand the author's meaning?

Grade 6 English Language Arts: Priority Standard	6.RI.2.B
2 **B** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Point of View** Explain how an author's point of view or purpose is conveyed in a text.

Expectation Unwrapped	DOK Ceiling – 3
• The student will explain how an author's point of view is conveyed in a text. • The student will explain how an author's purpose is conveyed in a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• The term *point of view* is used synonymously with the term *perspective*.	• What is the author's purpose in writing the text? How is the purpose conveyed in the text? • How does the author's word choice help develop the point of view or purpose? • Which statement best expresses the author's point of view? • Which evidence best reveals the author's purpose? • Identify the types of words the author uses to develop the point of view. • How is the author's purpose conveyed in the text? Use evidence to support your answer.

Grade 6 English Language Arts: Priority Standard	6.RI.2.C

2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) **Craft and Meaning** Analyze how word choice, including the use of figurative language, connotations, and/or repetition contributes to meaning.	

Expectation Unwrapped	**DOK Ceiling** – 3
• The student will analyze how word choice contributes to meaning in a text. • The student will analyze how figurative language contributes to meaning in a text. • The student will analyze how connotations contribute to meaning in a text. • The student will analyze how repetition contributes to meaning in a text.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**
• Assessment of figurative language should focus on the function and purpose of the device, not upon identification of the term in isolation. Through grade 5, students have been exposed to similes, metaphors, hyperboles, adages, and idioms. • Stimulus material should provide enough context for students to comprehend the meaning, function and/or purpose of the specific word choices and how this impacts understanding of a text.	• How does the repetition of [WORD OR PHRASE] contribute to the meaning of the text? • How does the use of [WORD CHOICE OR FIGURATIVE LANGUAGE] impact the meaning of the text? • How does the author's word choice in paragraph _____ contribute to the meaning of the text? • How does the phrase _____ help the reader understand _____? • How does the author's description of _____ contribute to the text? • What is the impact of repetition in the word choice _____ in paragraph _____? • Which word has the same connotation as the word _____?

Grade 6 English Language Arts: Priority Standard	6.RI.2.D

2 **D** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Argument/Evidence** Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

Expectation Unwrapped	DOK Ceiling – 3
• The student will identify the author's argument in a text. • The student will distinguish claims that are supported by reasons and evidence from a text. • The student will distinguish claims that are not supported by reasons and evidence from a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**
• Stimulus material must contain all needed information in order to identify the argument. • No prior knowledge of the argument topic should be necessary.	• How does the author develop his/her argument in the text? Use evidence from the text to support your answer. • Is the argument effective? Explain why or why not, using evidence from the text. • Is the reasoning effective in supporting the author's claim? Explain why or why not, using evidence from the text. • How is the evidence relevant and sufficient to support the claim? • Part A—What is a claim the author makes in the text? Part B—Which evidence from the text best supports the author's claim? • Which sentence states a claim that is supported in the text? • Which claim is not supported by the text?

Grade 6 English Language Arts: Priority Standard	6.RI.3.B
3 **B** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships/Texts** Compare and contrast one author's presentation of events with that of another.	

Expectation Unwrapped	DOK Ceiling – 3
The student will compare and contrast one author's presentation of events with that of another.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** • Which idea is supported in both texts? • How does the author distinguish his/her position from others? • Which point in the first text is challenged in the second text? How do the texts present the topic differently?

Writing

Grade 6 English Language Arts: Priority Standard	6.W.1.A.a
1 **A** **MLS** **a**	**Approaching the Task as a Researcher** **Research** Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

Expectation Unwrapped	DOK Ceiling – 3
• The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose. • The student will develop a draft by building on one main idea in order to create a multiple-paragraph text appropriate for audience and purpose.	**Item Format** Selected Response, Technology Enhanced
	Text Types Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Items should not assess a specific standard citation system.	• Students have written the following paragraph with an overly broad focus. [PARAGRAPH] Which research question would help to narrow the topic appropriately? • Students are trying to support the claim that [EXAMPLE—A FOUR-DAY SCHOOL WEEK BENEFITS STUDENT ACHIEVEMENT]. Which research question would help them find sources that support the claim? • Students are researching [TOPIC]. Which research question would best guide the students' research? • A student is writing a report about [TOPIC]. Read the sources the student found. [SOURCES] • The student wrote claims based on the sources. Read the claims in the table. Match the sources to the claims they support by placing check marks in the correct boxes. A source may support more than one claim.

Grade 6 English Language Arts: Priority Standard	6.W.1.A.b
1 **A** **MLS** **b**	**Approaching the Task as a Researcher** **Research** Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Expectation Unwrapped	DOK Ceiling – 3
• The student will gather relevant information from multiple print and digital sources. • The student will assess the credibility of multiple print and digital sources. • The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism. • The student will provide basic bibliographic information for multiple print and digital sources.	**Item Format** Selected Response, Technology Enhanced
	Text Types Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Items should not assess a specific standard citation system.	• Read the source a student found for a report about [TOPIC]. [SOURCE] • The student wants to include this information in the report. Read his/her paragraph. [PARAGRAPH] Which sentence in the student's paragraph is plagiarized? • A student took notes about [TOPIC] from two sources. Choose the note that correctly paraphrases, or restates, information from both sources. • Which details indicate that an online source is credible/not credible? • A student is reviewing websites for research about [TOPIC]. Which details from each website indicate that the site is credible or not credible? • Students are writing an argumentative report about [TOPIC]. Read the sources they found for their report. [SOURCES] • Which of the sources would provide the most relevant information about the topic? Students are writing an argumentative report about [TOPIC]. Read the sources they found for their report. [SOURCES] Which of the sources would provide the most relevant information about the topic? • Students are writing an argumentative speech about [TOPIC]. Read the paragraphs from a student's draft and complete the task that follows. [DRAFT] • Select two credible sources that would most likely give the student more information for his/her speech. • Read the paragraph from a source. [PARAGRAPH] Select the two sentences from the source that best support the author's claim. • A student wants to include information from the sources in his/her report about [TOPIC] but does not want to plagiarize the authors' ideas. Read the paragraph from the student's report and select [one/two] sentence(s) in the paragraph that [is/are] plagiarized.

Grade 6 English Language Arts: Priority Standard	6.W.2.A.a

2 A MLS a	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Expectation Unwrapped	DOK Ceiling – 3
• The student will follow a writing process to develop narratives, including poems. • The student will produce clear and coherent narrative writing with development, organization, style, and voice. • The student will produce narrative writing appropriate to the task, purpose, and audience. • The student will develop writing with narrative writing techniques appropriate to the task, purpose, and audience. • The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.	**Item Format** Writing Prompt, Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels. • This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf	• Write a narrative account of a memorable moment from your life, making sure to include a beginning, middle, and end. • Write about a real or imagined experience, making sure to include clear characters and relevant, descriptive details. • Write a narrative poem, using sensory details to describe events.

Grade 6 English Language Arts: Priority Standard	6.W.2.A.b

2 **A** **MLS** **b**	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

Expectation Unwrapped	DOK Ceiling – 3
• The student will follow a writing process to develop expository writing appropriate to the task, purpose, and audience. • The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice appropriate to the task, purpose, and audience. • The student will produce informative/explanatory writing appropriate to the task, purpose, and audience. • The student will develop writing with informative/explanatory writing techniques appropriate to the task, purpose, and audience. • The student will develop informative/explanatory writing on a topic using relevant facts, examples, and details appropriate to the task, purpose, and audience.	**Item Format** Writing Prompt, Performance Event **Text Types**

Content Limits/Assessment Boundaries	Sample Stems
• The application of expository writing techniques should increase qualitatively and quantitatively through the grade levels. • Item types must contain all needed information in order to produce the expository essay; no prior knowledge of the expository topic should be necessary. • This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf	• Examine the life of a person who has made a difference in the world. Using information gathered from source(s), write an informative piece using relevant facts, details, and examples to show how this person has made the world better or worse.

Grade 6 English Language Arts: Priority Standard	6.W.2.A.c

2 **A** **MLS** **c**	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Expectation Unwrapped	DOK Ceiling – 3
• The student will follow a writing process to develop argumentative writing appropriate to task, purpose, and audience. • The student will produce clear and coherent argumentative writing with development, organization, style, and voice appropriate to task, purpose, and audience. • The student will produce argumentative writing appropriate to the task, purpose, and audience. • The student will develop writing with argumentative writing techniques appropriate to task, purpose, and audience. • The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence appropriate to task, purpose, and audience.	**Item Format** Writing Prompt, Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• The application of argumentative writing techniques should increase qualitatively and quantitatively through the grade levels. • Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument's topic should be necessary. • This standard can be assessed using the state scoring guide. • https://dese.mo.gov/sites/default/files/curr-ela- gl-asmt-scoring-guide-argumentative-grades-6-8.pdf	• Using information gathered from credible, relevant sources, develop an argumentative essay about [TOPIC], including a clear claim and specific reasons and evidence to support the claim.

Grade 6 English Language Arts: Priority Standard	6.W.3.A.a

3 A MLS a	Approaching the Task as a Reader
	Revise and Edit
	Review, revise, and edit writing with consideration for the task, purpose, and audience.
	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

Expectation Unwrapped	DOK Ceiling – 3
• The student will review, revise, and edit writing with consideration for task, purpose, and audience. • The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience. • The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience. • The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	**Item Format** Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• The application of these writing techniques should increase qualitatively and quantitatively through the grade levels. • Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but "maintaining a clear focus throughout the text" should be assessed by constructed response/performance event).	• A student is writing a report about [TOPIC]. Read the student's draft of the report. [DRAFT] Write a conclusion that follows logically from the information in the essay. • A student has written a draft about [TOPIC]. Read the draft. [DRAFT] Which sentence would be the best introductory sentence? • Which sentences are the best introductory and concluding sentences for the paragraph? • Choose two sentences the author could omit without changing the purpose of the text.

Grade 6 English Language Arts: Priority Standard	6.W.3.A.b

3 A MLS b	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Expectation Unwrapped	DOK Ceiling – 3
• The student will review, revise, and edit writing with consideration for task, purpose, and audience. • The student will choose precise language for task, purpose, and audience. • The student will establish and maintain an appropriate and consistent style for task, purpose, and audience. • The student will use complete sentences.	**Item Format** Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• The use of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.	• A student is writing a narrative for a creative writing class assignment. Read an excerpt from the draft and answer the question that follows. [EXCERPT] Which revision to the underlined sentence uses the most precise language? • Read the paragraphs from a student's draft. [PARAGRAPHS] Which words could be used to replace the two underlined words with more specific language? • Read the paragraph. [PARAGRAPH] Select the best sentence to replace the underlined sentence to maintain the style of the paragraph. • Read the paragraph. [PARAGRAPH] Choose the best way to combine the underlined sentences so that sentence structure is varied in the paragraph.

Grade 6 English Language Arts: Priority Standard	6.W.3.A.c

3 A MLS c	**Approaching the Task as a Reader**
	Revise and Edit
	Review, revise, and edit writing with consideration for the task, purpose, and audience.
	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Expectation Unwrapped	DOK Ceiling – 2
• The student will review, revise, and edit writing with consideration for task, purpose, and audience. • The student will demonstrate a command of the conventions of standard English grammar. • The student will demonstrate a command of the conventions of standard English usage. • The student will demonstrate a command of spelling. • The student will demonstrate a command of punctuation.	**Item Format**
	Constructed Response, Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• The application of the effective use of the conventions of standard English grammar and usage should increase qualitatively and quantitatively through the grade levels. • On a large scale assessment, this expectation can only be assessed through a writing prompt or constructed response item.	• Edit and revise the following sentence to correct spelling error(s). [SENTENCE] • Edit and revise the following sentence to correct grammatical error(s). [SENTENCE] • Edit and revise the following sentence to correct punctuation error(s). [SENTENCE] • Choose the correct form of the _____ to complete the sentence. • A student is writing a _____ for [AUDIENCE]. Revise the following paragraph with consideration for the audience. [PARAGRAPH]

Grade 6 English Language Arts: Priority Standard	6.W.3.A.d

3 A MLS d	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Expectation Unwrapped	DOK Ceiling – 3
• The student will review, revise, and edit writing with consideration for task, purpose, and audience. • The student will use transitions to clarify relationships appropriate to task, purpose, and audience. • The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience. • The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	**Item Format** Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Writing complexity, including the application of transitions, should increase qualitatively and quantitatively through the grade levels.	• A student is writing an essay. Read the excerpt from the draft and complete the task that follows. [EXCERPT] Choose the transition sentence that would improve the transition between the first and second paragraphs. • Read these sentences from an essay. [SENTENCES] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence? • Which transitional word or phrase best replaces the original word or phrase without changing the meaning of the sentence? • A student has written an informative paragraph that needs revision. Read the paragraph. [PARAGRAPH] Which transition sentence would best complete the paragraph?

Speaking/Listening

Grade 6 English Language Arts: Priority Standard	6.SL.1.B

1 B MLS	**Collaborating**
	Questioning
	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Expectation Unwrapped	**DOK Ceiling** – 3
• The student will delineate the speaker's argument and claims. • The student will pose and respond to specific questions with elaboration and detail. • The student will make comments that contribute to the topic, text, or issue under discussion.	**Item Format** Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
	Text Types Media, audio, and/or audio-visual clips containing a

Content Limits/Assessment Boundaries	**Sample Stems**
• The collaboration component is locally assessed. • This expectation must be assessed with a media/audio component; otherwise, it becomes a reading assessment item. • This expectation can only be partially assessed within a state assessment by asking the student to delineate a speaker's argument and to pose questions. • Stimulus must have a clear claim.	• Which claim/conclusion does the presentation support? • What is the claim the speaker makes in the presentation? • Which detail from the presentation best supports the speaker's central claim? • What is the speaker's first claim? • Which claim would the speaker most likely agree with? • Which statement best explains what the speaker believes about _____? • Which statement best describes the purpose of the presentation? • Why does the speaker mention _____? • Which detail from the presentation best describes/supports the idea that _____? • Which question could listeners most likely ask the speaker to help them understand _____?

Grade 6 English Language Arts: Priority Standard	6.SL.1.C

1 C MLS	Collaborating
	Viewpoints of others
	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Expectation Unwrapped	DOK Ceiling – 3
• The student will review the key ideas expressed by the speaker including those presented in diverse media. • The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.	**Item Format** Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
	Text Types Media, audio, and/or audio-visual clips

Content Limits/Assessment Boundaries	Sample Stems
• The collaboration component is locally assessed. • This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item.	• Which sentence accurately describes details from the presentation? • Which statement best expresses an important idea of the presentation? • Which question can be answered based on details in the presentation? • What is the main idea of the presentation? • Which idea is best supported by the presentation? • Why [QUESTION ABOUT A KEY IDEA]?

Grade 6 English Language Arts Content Standards
Reading Literary Text

Grade 6 English Language Arts: Content Standard	6.RL.1.C
1 **C** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Text Features** Interpret visual elements of a text and draw conclusions from them (when applicable).

Expectation Unwrapped	DOK Ceiling – 3
• The student will interpret the visual elements of a text. • The student will draw conclusions from the visual elements of a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels, film/video scripts, music lyrics, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed	• How does [VISUAL ELEMENT] add to a reader's understanding of the character/theme/conflict/setting? • Based on [VISUAL ELEMENT], what conclusion can the reader draw about _____? • How does [VISUAL ELEMENT] contribute to the meaning of the passage?

Grade 6 English Language Arts: Content Standard		6.RL.2.A
2 **A** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Structure** Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	

Expectation Unwrapped	DOK Ceiling – 3
• The student will analyze how a particular sentence contributes to meaning in a text. • The student will analyze how a particular chapter contributes to meaning in a text. • The student will analyze how a particular scene contributes to meaning in a text. • The student will analyze how a particular image contributes to meaning in a text. • The student will analyze how a particular stanza contributes to meaning in a text.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels, film/video scripts, music lyrics, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Any element assessed must be an integral part of a text: climax, setting, point of view, characterization, etc. • "Image" refers to a photo, sketch, etc.; it does not refer to the author's description.	• How does [SENTENCE, CHAPTER, SCENE, STANZA, REPEATED STANZA, IMAGE] contribute to the overall meaning of the passage? • Which statement best describes how paragraph _____ contributes to the overall meaning of the text? • How do the last two lines of _____ contribute to the meaning of the passage? • What is the most likely reason the author decided to include the image with [SENTENCE, STANZA, CHAPTER]?

Grade 6 English Language Arts: Content Standard		6.RL.3.A
3 **A** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Text in Forms** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	

Expectation Unwrapped	**DOK Ceiling** – 3
• The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text. • The student will compare and contrast the experience of reading a drama to listening to or viewing an audio, video, or live version of the same text. • The student will compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the same text. • The student will note how a performance impacts personal interpretation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**
• Locally assessed	• How do the different performances of _____ impact the reader's understanding of _____? • How does the author's decision to include/remove a scene impact the reader's understanding of _____? • To what extent does the film/production stay faithful to the text/script? Explain whether the choices made by the director were effective. Use evidence from both versions in your answer. • How are the story and video alike and different in their approaches to _____? Which is more effective? Explain why, using evidence to support your answer.

Grade 6 English Language Arts: Content Standard	6.RL.3.B

3 B MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships in Texts** Compare and contrast texts in different genres that address similar themes or topics.

Expectation Unwrapped	DOK Ceiling – 3
The student will compare and contrast texts from different genres that address similar themes or topics.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic text Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
	• How are the story and poem alike and different in their approaches to the theme of _____? Which text is more effective in portraying this theme? Explain why, using evidence from both texts as support. • Choose a sentence from the second passage that is similar to the topic or theme of the first passage. • How are [HISTORICAL FICTION TITLE] and [HISTORICAL ACCOUNT OF THE SAME TIME PERIOD] alike and different in their portrayals of _____? Use evidence from both versions as support in your answer. • How does [A MODERN WORK OF FICTION] draw upon the theme presented in [A MYTH OR TRADITIONAL STORY]? Use evidence from both texts to support your answer. • Identify the main theme or topic from [REALISTIC FICTION TEXT] and [POEM]. How does the author develop the theme or topic in each text? • Choose a sentence from each passage that identifies a similar theme or topic. Explain how the sentences are connected.

Grade 6 English Language Arts: Content Standard	6.RL.3.C

3 C MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Historical Context** Explain how plot and conflict reflect historical and/or cultural contexts.

Expectation Unwrapped	DOK Ceiling – 3
• The student will explain how plot reflects historical and/or cultural contexts in multiple texts. • The student will explain how conflict reflects historical and/or cultural contexts in multiple texts.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic text Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems

• Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material. Item must not require prior knowledge.	• How might the story have ended differently if ____?
	• What do the conflicts in the two texts reveal about the [HISTORICAL TIME PERIOD]?
	  a. Both texts reveal ____.
	  b. Both texts reveal ____.
	• What do the plots of the two texts reveal about the [HISTORICAL TIME PERIOD]?
	  a. Both texts reveal ____.
	  b. Both texts reveal ____.
	• What do the plots of the two texts reveal about the culture?
	  a. Both texts reveal ____.
	  b. Both texts reveal ____.
	• How does the historical or cultural context of the passage impact the conflict?

Grade 6 English Language Arts: Content Standard		6.RL.3.D
3 **D** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Comprehension** Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	

Expectation Unwrapped	DOK Ceiling – 2
The student will read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries • Locally assessed • Grade-appropriate text pieces should be used when assessing this expectation.	**Sample Stems**

Reading Informational Text

Grade 6 English Language Arts: Content Standard	6.RI.1.C
1 **C** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Text Features** Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Expectation Unwrapped	DOK Ceiling – 3
• The student will interpret visual elements of a text including those from different media. • The student will draw conclusions from the visual elements of a text from different media.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** • How does [VISUAL ELEMENT] contribute to the development of the central idea? • Based on [VISUAL ELEMENT], what conclusion can the reader draw about _____? • According to the chart, [EXAMPLE—HOW MANY HOURS OF SLEEP] is necessary/unnecessary for _____? • What information from the chart best supports the author's claim that [QUOTE]? • How does [VISUAL ELEMENT] contribute to the meaning of the text? • Which details from [VISUAL ELEMENT] contribute to the development of the central idea?

Grade 6 English Language Arts: Content Standard		6.RI.3.A
3 **A** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Texts/Forms** Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	

Expectation Unwrapped	DOK Ceiling – 3
• The student will compare and contrast the experience of reading a text to listening to or viewing an audio, video, or live version of the same text. • The student will note how a performance impacts personal interpretation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed	• How do the different media formats of ____ and ____ influence how [TOPIC] is portrayed? • How does the media format of ____ impact the reader's understanding of ____? • How does the emphasis on ____ in both texts influence the reader's understanding of the subject? • Considering both the written text of Rev. Martin Luther King Jr.'s speech and the audio version, how does King's delivery of the speech affect the impact of his words? Use evidence from the written text and the audio version in your response. • How are the audio and video presentations alike and different in their approaches to ____? Which is more effective? Explain why, using evidence to support your response.

Grade 6 English Language Arts: Content Standard		6.RI.3.C
3 **C** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Historical Context** Explain how the text reflects historical and/or cultural contexts.	

Expectation Unwrapped	DOK Ceiling – 3
• The student will explain how text reflects historical context in multiple texts. • The student will explain how text reflects cultural context in multiple texts.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries • Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material.	**Sample Stems** • How might the outcome of events have been different if _____? • What do the two texts reveal about the [HISTORICAL TIME PERIOD]? a. Both texts reveal _____. b. Both texts reveal _____. • What do the two texts reveal about the [CULTURAL CONTEXT]? a. Both texts reveal _____. b. Both texts reveal _____. • Explain how the two texts reflect historical or cultural context.

Grade 6 English Language Arts: Content Standard		6.RI.3.D
3 **D** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Comprehension** Read and comprehend informational text independently and proficiently.	

Expectation Unwrapped	DOK Ceiling – 2
The student will read and comprehend multiple informational texts independently and proficiently.	**Item Format** Selected Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries • Grade-appropriate text pieces should be used when assessing this expectation.	**Sample Stems**

Writing

Grade 6 English Language Arts: Content Standard		6.W.3.A.e
3 **A** **MLS** **e**	**Approaching the Task as a Reader**	
	Revise and Edit	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	

Expectation Unwrapped	DOK Ceiling – 3
- The student will review, revise, and edit writing with consideration for task, purpose, and audience. - The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience. - The student will use technology, including the Internet, to interact and collaborate with others.	**Item Format** Selected Response, Technology Enhanced, Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
- Writing complexity should increase quantitatively and qualitatively through the grade levels. - Using technology, including the Internet, to interact and collaborate with others will be locally assessed.	

Speaking and Listening

Grade 6 English Language Arts: Content Standard	6.SL.1.A

1 A MLS	**Collaborating** **Conversations** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Expectation Unwrapped	**DOK Ceiling** – 2
• The student will follow rules for discussion and decision making while collaborating. • The student will track progress toward specific goals and deadlines while collaborating. • The student will define individual roles as needed while collaborating.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries • Locally assessed	**Sample Stems**

Grade 6 English Language Arts: Content Standard		6.SL.2.A
2 **A** **MLS**	**Presenting** **Verbal Delivery** Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	

Expectation Unwrapped	DOK Ceiling – 4
• The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience. • The student will speak to the point as appropriate to task, purpose, and audience. • The student will use conventions of language as appropriate to task, purpose, and audience.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
• Locally assessed • This expectation is best assessed in conjunction with another English language arts reading or writing expectation. • In this context, to the point refers to the main idea or topic of the presentation.	

Grade 6 English Language Arts: Content Standard	6.SL.2.B

2 B MLS	**Presenting**
	Nonverbal
	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

Expectation Unwrapped	**DOK Ceiling** – 4
- The student will position body to face the audience when speaking. - The student will make eye contact with listeners at various intervals when presenting. - The student will use gestures to communicate a clear viewpoint when presenting.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
- Locally assessed - This expectation is best assessed in conjunction with another English language arts reading or writing expectation.	

Grade 6 English Language Arts: Content Standard	6.SL.2.C

2 C MLS	**Presenting**
	Multimedia
	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.

Expectation Unwrapped	**DOK Ceiling** – 4
• The student will plan and deliver appropriate presentations based on task, audience, and purpose. • The student will include multimedia components appropriate to task, purpose, and audience to clarify claims, findings, and ideas within the presentation.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
• Locally assessed • This expectation is best assessed in conjunction with another English language arts reading or writing expectation.	